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ABSTRACT

Both minorities and women are underrepresented in school administration when compared to either the number of minority and women educators or to the number of minority and female students. In 1978, 8.1 percent of public school administrative positions were occupied by minority men but only 3.4 percent were occupied by minority women. Blacks are the predominant minority group represented in administration. While minority women administrators, like white female administrators, are largely concentrated in positions as consultants and supervisors of instruction, minority men are highly represented among assistant principals, comprising one of every seven assistant principalships. The difference is important because assistant principals and athletic directors are most likely to move upward within administration while consultants and instructional supervisors are seldom in the career advancement path in administration. Compared to their male colleagues, women administrators: (1) attain the principalship at an older age than do male principals; (2) teach longer than do men before entering administration; (3) are more likely than men to continue graduate education part-time while serving as principals; and (4) earn less than men. Appended are strategies for increasing women's access to administrative positions. (14 references) (KM)

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08-002

MINORITIES AND WOMEN

IN

EDUCATIONAL ADMINISTRATION

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Both minorities and women (and particularly minority women) are underrepresented in school administration when compared either to the numbers of minority and women educators or to the number of students. Data concerned with the numbers of minority and women administrators after 1980 are difficult to find, largely because the Office of Civil Rights (OCR) of the US Department of Education ceased collecting such data in that year. However, anecdotal information indicate that improvement has occurred very slowly and that the problem remains of underrepresentation into the 1980's.

Although the fact of underrepresentation is true for members of minority groups and for women, reasons for the situation are different for each. Consequently, the discussion that follows is divided into two parts--first, the issue as related to minorities and then women. Minority women, whose representation in the administrative workforce is the smallest, are discussed in the section devoted to minorities. Each discussion will follow the same path--a brief overview of the statistical information, followed by a review of literature that analyzes potential causes of the underrepresentation.

Minorities in Administration: The following charts indicate the numbers of minority school administrators:

Total Percent Minority:

	1981-1982	1984-1985
Superintendent	2	3
Asst. Superintendent	11	9
Principal	12	17

Percent by Ethnicity, 1984-1985

	Superintendent	Asst. Superintendent	Principal
Hispanic	1.36	1.8	3.9
Black	1	6.5	8.9
Nat. Am.	.5	.2	.2
A/P	.1	.5	.5

In 1978, 8.1 percent of public school administrative positions were occupied by minority men and 3.4 percent by minority women. The total minority representation in school administration declined from 1964 to 1970 (Coursen, 1975), but then a small increase was experienced (EEOC, 1978). Blacks are the predominate minority group represented in administration.

Differences exist between the types of position occupied by minority men and minority women. While minority women administrators, like white women, are largely concentrated in positions as consultants and supervisors of instruction, minority men are highly represented among assistant principals, comprising one out of every seven assistant principalships. (EEOC, 1978). The difference is important because, according to the NASSP (1978), assistant principal and athletic directors are most likely to move upward within

administration and Ortiz (1980) maintains that consultants and instructional supervisors are seldom in the career advancement path in administration.

Minority administrators are not equally distributed across the nation. In 1978, Byrne et al, found that 38 percent of the total number of minority principals in the nation were employed in the South (which employs only 15 percent of the principals in the nation). Minorities are also more likely to be elementary school principals in urban areas than either suburban or rural communities--43 percent of minority elementary principals work in urban areas and 49 percent of minority secondary principals do so.

Minorities are underrepresented in school administration, particularly when compared to the number of minority students. In 1978, only 10 percent of principals were minority while 24 percent of students were (OCR, 1977). The minority student population is growing. Further, it increasingly represents diverse ethnic and racial groups at the same time as the administrative workforce remains overwhelmingly white, with Hispanics only comprising a small number and Asians and Native Americans virtually absent.

Why the dearth of minority school administrators? Some researchers assert that there is a circular phenomenon at work: minorities do not aspire to administrative positions and apply for them in smaller numbers. However, the aspirations are lower because of the perception that the chances of being hired for such positions is low, and that perception is based in part on seeing the small number of minorities occupying administrative positions (Rouse, 1973; Johnson, 1979; Valverde, 1976). Further, because of the lack of role models in administrative positions that minorities can view from their early years, they need more support--psychological as well as financial--to maintain aspirations, and, in fact, they receive less (Valverde, 1980; Ortiz, 1975; Doughty, 1977).

As noted earlier in this paper, "old boy networks" are the predominant influence in hiring decisions in administration. Such networks serve other functions as well. Through participation in them, younger people are socialized to the acceptable behavior for the positions they aspire to; they learn some "tricks of the trade" even before they need to use them; they receive mentoring and coaching as they begin their new positions. Those excluded from networks, then, are deprived of the opportunity to learn the informal aspects of the potential position, and, in a real but subjective way, are less qualified (Kanter, 1977). Minority women are less likely to be in networks than are minority men, although neither are highly represented in powerful groups. Minority women are also excluded from a second path to administrative positions more than are minority men--being less likely to be "sponsored" by a well-connected professor of educational administration.

Increasing the number of minority administrators will require special effort. Recruitment activities need to be aggressive to overcome the perception that it is pointless to aspire to such jobs. Further, the informal socialization processes available to minority men may need to be formalized in order that minority aspirants have access to them. Finally, means should be developed that provide the psychological support, mentoring, and coaching that are necessary for success on the job.

Women in Administration: The participation of women in educational administration shows some historical anomalies. From 1910 until 1930, more than half of all administrative and supervisory positions in education were held by women (Estler, 1975). Decline in the number of women administrators has been steady:

> ...the proportion of women elementary school principals has dwindled from 55 percent in 1928 to 41 percent in 1948, 38 percent in 1958, 22 percent in 1928 and finally to 18 percent in 1978 (Pharis and Zachariya, 1979). Surveys by the NASSP report that the proportion of women in that position has dropped from 10 percent in 1965 to 7 percent in 1977 (Bryne, Hines, and McCleary, 1978). (Haven, et al, 1980).

According to AASA, the following represent the percentages of women in educational administration:

	1981-1982	1984-1985
Superintendents	1.8	2.7
Asst. Superintendents	9	15
Principals	16	21

Women educational administrators are most likely to serve as consultants and supervisors of instruction (54.6 percent of all women administrators), and in 1979, the American Association of School Administrators identified only 154 women district superintendents in the country.

According to Haven, et al, when women administrators are compared to their male colleagues, the following differences emerge:

- women principals tend to attain the principalship at an older age than do men principals (over 40 as compared to early 30's)
- women principals teach longer than do men before entering administration (fifteen years versus five)
- women are more likely to continue graduate education part-time while serving as principals than are men
- women principals tend to earn less than do men

Women comprise well over half of the teaching force in the US, and administrators are drawn from the teaching force. Why, then, such a discrepancy in the numbers of male and female administrators? Some reasons parallel those for minorities--the vicious cycle that depresses aspirations, the lack of access to "old boy networks," the denial of opportunity for support, mentoring and coaching. Given that these problems are experienced by both women and minorities, it is little wonder that the least represented group in administration is minority women!

Additional hypotheses have been offered to explain the low rates of employment of women administrators. First, women's leadership styles have been seen as

inconsistent with bureaucratic management (Kanter, 1977; Burstyn, 1980), despite evidence that women's performance as administrators is equal to or better than men's (Fishel and Pottker, 1975). Second, the high school principalship is a major path to higher administrative position and women have been deemed unequal to the demands for student discipline required at that level. Third, the competing demands of career and marriage may discourage women from seeking administrative positions, particularly if those positions require geographic mobility (Antonucci, 1980). Finally, Biklen (1986) has argued that many women see administration as less "important" than teaching because it removes them from daily contact with children.

Increasing the numbers of women administrators requires similar steps as those needed to increase minority participation. In addition, it may be necessary to create "women's networks" to provide the on going support necessary for career success. Given the double bind in which minority women find themselves, particular attention should be paid to this group.

APPENDIX

Strategies for Increasing Women's Access to Administrative Positions

The following table lists the strategies that have been used to demolish the barriers to women who wish to become school administrators. Where documentation of success is available, it is listed. Specific examples of programs that have used these strategies are also included.

Strategy	*Barrier(s) Targeted*	*Documented Outcomes*	*Examples of Use*
Consciousness-raising and recruitment of women into preparation programs	Lack of support, encouragement, counseling Socialization and sex-role stereotyping Lack of preparation	WISA: Increased enrollment of women in certification courses from 20 to 80%	WISA, ICES, FLAME, SEEL: Talks to educational groups, professional organizations WISA: Field-based courses taught whereby professors traveled to rural areas to recruit; statewide recruitment and selection FLAME: Recruited applicants from local educational agencies SEEL: Counseled students St. Paul recruitment model: Recruited 35 women into training program
Financial assistance	Lack of finances	FLAME: Interns completed training that would have otherwise been impossible without financial assistance	FLAME: Interns were paid a monthly stipend while taking leave of absence to return to graduate school full time ICES: Scholarships were given to women to attend university summer session and ICES workshops
General administration courses and workshops	Lack of preparation/ experience	FLAME: Some interns became knowledgeable in previously male-dominated areas ICES: Interns kept high grade point average and impressed administration faculty WISA: Evaluated by participants as important activity	FLAME: Interns enrolled in full-time doctoral programs ICES: Interns took summer administration courses, workshops on conflict management, business management, and politics of education The Next Move: Leadership and management clinic for women in higher education WISA: Workshops on conflict management, study of power and leadership, time management, and grant writing

(continued)

From: Charol Shakeshaft, Women in Educational Administration, Newbury Park, CA: SAGE, 1987.

APPENDIX Continued

Strategy	*Barrier(s) Targeted*	*Documented Outcomes*	*Examples of Use*
Increase number of women professors of educational administration	Too few role models Lack of sponsorship	FLAME: Three women professors of educational administration hired WISA: Courses team-taught by professors and women administrators	FLAME: Three women professors of educational administration hired WISA: Courses team-taught by professors and female administrators
Courses and workshops concerned with specific barriers to women in administration	Poor self-image/lack of self-confidence Lack of support, encouragement, counseling Socialization and sex-role stereotyping Too few role models Lack of sponsorship Sex discrimination	AWARE: Decreased external barriers Florida State University: Formal evaluation indicates changes in goals, values Hofstra University: Formal evaluation indicates changes in self-confidence, goals, and jobs Social literacy training: Evaluation indicates that those who received training were more likely than those who did not to apply for administrative positions The Next Move: Participants indicated usefulness of program WISA: Evaluated by participants as most helpful training activities	AWARE: Workshops at six project sites and at conferences Florida State University: Workshops for women to encourage entrance into nontraditional careers Hofstra University: Course for women within administrative certification program ICES: Workshops on educational equity SEEL: Yearly conferences for women in administration Social literacy training: Training to overcome internal factors that inhibit entrance into administrative careers The Next Move: Seminars for women St. Paul recruitment model: 25-hour training program WILL: Conferences and workshops for women WISA: Activities including understanding of assertiveness training, sex-role stereotyping, and socialization
Curriculum materials	Poor self-image/lack of self-confidence Lack of support, encouragement,		DICEL: Videotape/modules ICES: Four videotapes SEEL: Book, slide-tape, newsletters

	counseling Socialization and sex-role stereotyping Lack of preparation Too few role models Lack of network Sex discrimination		UCEA: Six modules WILL: Modules WISA: Hiring procedures manual
Internship	Lack of experience	FLAME: Evaluated by participants as one of the most rewarding activities; most interns were offered jobs at the conclusion of the field experience	FLAME: 12 women in executive-level internships in noneducational and educational settings ICES: 13 women in 10-month internships WISA: 12 interns in seven school districts
Support systems	Lack of support, encouragement, counseling Family and home responsibilities Lack of sponsorship	FLAME: Majority of interns had support of family	FLAME: Families of interns were invited to retreat workshop so they could understand the program and anticipate problems; family counseling made available; advisory groups of educators acted as sponsors WILL: Human Resources Center established to provide support system ICES: Each intern identified a support team in her district SEEL: Oregon Women in Educational Administration was formed as a support group
Networking	Too few role models Lack of networking	 AWARE: Networks increased	SEEL: } Directories of women in administration UCEA: } SEEL: Oregon Women in Educational Administration; link with national organization AWARE: } FLAME: } Formal network systems HOSFTRA: } WISA: } Interns traveled to gain visibility FLAME: }

(continued)

APPENDIX Continued

Strategy	*Barrier(s) Targeted*	*Documented Outcomes*	*Examples of Use*
Political clout	Socialization/sex-role stereotyping Sex discrimination		SEEL: Oregon Women in Educational Administration
Legal remedies and affirmative action programs	Sex discrimination	Legal remedies: Little documentation on the number of successful and unsuccessful instances of litigation Affirmative action programs: Effectiveness of affirmative action programs has not been systematically studied	*Szewiola and Jones v. Los Angeles Unified School District* Oregon: New teaching standards require familiarity with EEO concepts and laws
Consciousness-raising and technical assistance to those who have impact on hiring policies and practices	Sex discrimination Socialization/sex-role stereotyping Lack of sponsorship Lack of network		WISA: Developed hiring procedures manual for use by school boards; held classes for men and women UCEA: Developed modules for professors of educational administration and policymakers in K-12 and higher education
		FLAME: Those superintendents who participated were most often supportive of interns	FLAME: School superintendents were asked to participate in workshops and seminars
		SEEL: Internal sponsorship had high attendance; presentations to male groups less successful	SEEL: Presentations made to male groups
		Judgment analysis: Provides nonsexist evaluation	Judgment analysis: Technique used to provide nondiscriminatory rating performance
Creating jobs	Sex discrimination	Two FLAME interns created jobs for themselves	FLAME: Interns took courses in grant writing and submitted actual proposals

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